

Utilizing Preservice English Teachers Strategies and Classroom Management at Junior High School in Rejang Lebong Regency

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ABSTRACT

The objective of this research is aimed to know what are the most strategies and classroom management which are used by Preservice English Teacher at STAIN Curup in the academic year 2016/2017. The total of English Teacher was 7 teachers which as cooperating teacher of 17 preservice English Teacher. The types of english teaching strategies used by preservice English teacher were: (1) Task-Based Language Learning (100%) and (2) Cooperative Learning (100%); (3) Grapic Organizers (29%); (4) Technology (5.8%); (5) Roleplay (5.8%); (6) Storytelling (11.7%); (7) Vocabulary Building (11.7%); (8) Summarizing and Notetaking (5.8%); and (9) Analysis of Student Work (5.8%). The most strategies used by preservice english teacher (>50%) were Task-Based Language Learning and Cooperative Learning (100%). The types of classroom management used by preservice English teacher were: (1) Maintaning Discipline (58.5%), (2) giving feedback (100%), and classroom interaction (17.6%). The most classroom management used by preservice english teacher (>50%) were giving feedback and maintaning discipline.

Keywords: *Classroom Management, Preservice English Teacher, Teaching Strategies*

INTRODUCTION

Education is one of the efforts to improve and create a quality of human, to develop the country and uphold the country from others countries. The parameter of quality of the nations can be seen from the education side. It is appropriate with the Indonesian education purpose as set Law no. 20 (2003:p.6) Chapter II section 3: 1.

"National Education serves to develop the ability and formed character and dignified civilization in order to educate the nation and aims for growth potential learners in order to become a man of faith and devoted God Almighty noble, healthy, knowledgeable, Oskilled, creative,

independent, and become citizens of a democratic and to be responsible".

An education side is most important to the development of the country. By education, the quality of human rate in one country can be increasingly. In reaching the successful of education, there are some elements which is influence that. One of them is a teacher. Teacher has an important role in education system itself. Because, they are who involved directly to the educational activities. Such teaching and explaining the lesson. In the other hand, people nowadays are increasingly aware to the importance of education, but the more important is how the education is implemented. So, if in teaching and delivering the lesson is done properly and correctly, then the ideal of education will be achieved well. But in fact, if there is a mistaken in learning and teaching process, there will be an disadvantage thing. In this situation, teacher has important role in explaining the lesson and teaching the material to the learners. Especially, teaching and learning process in the classroom.

In teaching and learning process, teachers work as the controller and decision maker. The successful of teaching and learning process is lies on them. From how the teacher teach their student and how the teacher manage their students in the class. It can be concluded that, the crucial elements of teaching and learning process are teaching strategy and management classroom of the teacher.

The success of student in learning process is determined by the teaching strategy which conducted by the teacher. Rukmana and Suryana (2009:p.103) states that the teachers are required to understand the basic components in implementing the learning process in the classroom. Because teaching is not just transferring the knowledge, but also as a role model for the student. Student will imitate the teachers's behavior. In the other hand, educational success can be seen from the how teacher manage the class, how the teacher able to make the condition of classroom effectively and condusively and how the teacher can reach objectives of learning and teaching process.

Thus, teacher has a big responsibility, because they force to have some skills. Not only academic skills but also a skills to motivate the student to make them want to study and reach their dream. Because the future of a country is on the education side and the teacher

is the agent of education itself. In addition, teacher has a dominant role in teaching and learning process. Whereas, the teaching and learning process is a main of education as a whole.

Therefore, the teacher's role is not only in the process of learning, but also to regard the competence of teachers. Where they had eight other functions are related to the learning process itself, such as, diagnosis of the behavior of students, planning the lesson plan, (RPP), implementing the learning process, school administration, communicators, and able to develop their skills, able to develop the potential skill of their student and developer of school curriculum.

However being a teacher is not an easy work. There are many things that must be learned. Besides of that teacher strategy in teaching and management of classroom is an important issue for a teacher. They have to pay more attention to the way they teach their student and also the way they control their classroom. Especially, for pre-service teacher who as the beginner teacher. They have to have both a good skill in teaching strategy and management classroom. Besides of that, they have to have good skill in mastering the material.

According to Australian Institute for Teaching and School Leadership (2017), pre-service teachers are students of higher education institution and they are in primary teacher education programs. In addition, according to the Panitia Pelaksana PPL Angkatan XVII PPL in their book, they stated that PPL students or pre-service teacher training program is a term for university students who follow the teacher training –*Praktek Pengalaman Lapangan. or in English, field practice program (PPL)*-, as one of intra curriculum activities. This program includes orientation, observation, teaching practice based on the field and another non-teaching activities (Buku Pedoman PPL STAIN Curup, 2017). From the two definitions of pre-service teacher it can be concluded that they are a student of university who has a task to teach in school. They need to have this skills due to an effort to approach their student. Besides of that, they also need this to make their student want to follow their class. It causes sometimes a student didn't want to follow the pre-service teacher class.

Based on the pre-observation and interview to all preservice English teacher at STAIN Curup in the academic year 2016/2017. The researcher found that some many pre-service teachers have difficulties to decide what the effective strategy to teach their student and some

others have difficulties in managing the classroom. Furthermore, based on the pre-observation, many schools in Rejang Lebong also gives negative comments to the Preservice Teachers of STAIN Curup. They said that Preservice Teacher of STAIN is not ready become a teacher. It can be seen in their teaching strategies and classroom management. They can not teach and manage classroom well. When, they taught their students they just set in front of the class without controlled the classroom so the students made noisy in the class. In the other hand, when they taught their students they only gave the task to the students. Thus, students felt bored when they taught and they felt have no motivated to follow up the lesson. So, the students have no improved in English the lesson.

Thus, from the phenomenon above, the researcher interest in conducting the research entitle **“Utilizing Preservice English Teachers’ Strategies and Classroom Management At Junior High School in the Rejang Lebong Regency.** The objectives of the research were: (1) To know what are the most strategies and classroom management which are used by Preservice English Teacher at STAIN Curup in the academic year 2016/2017 and (2) To know the implementation of strategies and classroom management which are used by Preservice English Teacher at STAIN Curup in the academic year 2016/2017.

THEORITICAL FRAMEWORK

Teaching Strategies

Strategies are specific methods of approaching a problem or task modes of operation for achieving a particular and planned design for controlling and manipulating certain information or teaching strategy is the way an instructor chooses to convey information and facilitate learning (Brown, 2001:p.3). According to Mikuleckya (2003) teaching strategy is the method used to deliver information in the classroom, online, or in some other medium.

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According to William (2006), in teaching process the teacher have to know the principle of teaching.

1. Effective teaching involves acquiring relevant knowledge about students and using that knowledge to inform our course design and classroom teaching. When we teach, we do not just teach the content, we teach students the content. A variety of student characteristics can affect learning. For example, students' cultural and generational backgrounds influence how they see the world; disciplinary backgrounds lead students to approach problems in different ways; and students' prior knowledge (both accurate and inaccurate aspects) shapes new learning. Information about these characteristics should be used to inform course design, to help explain student difficulties and to guide instructional adaptations.
2. Effective teaching involves aligning the three major components of instruction: learning objectives, assessments, and instructional activities. Taking the time to do this upfront saves time in the end and leads to a better course. Teaching is more effective and student learning is enhanced when (a) we, as instructors, articulate a clear set of learning objectives (i.e., the knowledge and skills that we expect students to demonstrate by the end of a course); (b) the instructional activities (e.g., case studies, labs, discussions, readings) support these learning objectives by providing goal-oriented practice; and (c) the assessments (e.g., tests, papers, problem sets, performances) provide opportunities for students to demonstrate and practice the knowledge and skills articulated in the objectives, and for instructors to offer targeted feedback that can guide further learning.
3. Effective teaching involves articulating explicit expectations regarding learning objectives and policies. There is amazing variation in what is expected of students across American classrooms and even within a given discipline. For example, what constitutes evidence may differ greatly across courses; what is permissible collaboration in one course could be considered cheating in another. As a result, students' expectations may not match ours. Thus, being clear about our expectations and communicating them explicitly helps students learn more and perform better. Similarly, being explicit about course policies (e.g., on class participation, laptop use, and late assignment) in the syllabus and in class allows us to resolve differences early and tends to reduce conflicts and tensions that may arise.

4. Effective teaching involves prioritizing the knowledge and skills we choose to focus on. Coverage is the enemy: Don't try to do too much in a single course. Too many topics work against student learning, so it is necessary for us to make decisions about what we will and will not include in a course. This involves (a) recognizing the parameters of the course (e.g., class size, students' backgrounds and experiences, course position in the curriculum sequence, number of course units), (b) setting our priorities for student learning, and (c) determining a set of objectives that can be reasonably accomplished.
5. Effective teaching involves recognizing and overcoming our expert blindspots. We are not our students! As experts, we tend to access and apply knowledge automatically and unconsciously (e.g., make connections, draw on relevant bodies of knowledge, and choose appropriate strategies) and so we often skip or combine critical steps when we teach. Students, on the other hand, don't yet have sufficient background and experience to make these leaps. They need instructors to break tasks into component steps, explain connections explicitly, and model processes in detail.
6. Effective teaching involves adopting appropriate teaching roles to support our learning goals. Even though students are ultimately responsible for their own learning, the roles we assume as instructors are critical in guiding students' thinking and behavior. We can take on a variety of roles in our teaching (e.g., synthesizer, moderator, challenger, and commentator). These roles should be chosen in service of the learning objectives and in support of the instructional activities.
7. Effective teaching involves progressively refining our courses based on reflection and feedback. Teaching requires adapting. We need to continually reflect on our teaching and be ready to make changes when appropriate (e.g., something is not working, we want to try something new, the student population has changed, or there are emerging issues in our fields). Knowing what and how to change requires us to examine relevant information on our own teaching effectiveness.

Kinds of English Teaching Strategies

According to Richards, there are several teaching strategies for teacher. It can be defined as follow:

a. Content-Based Instruction

The focus of a CBI lesson is on the topic or subject matter. During the lesson students are focused on learning about something. This could be anything that interests them from a serious science subject to their favourite pop star or even a topical news story or film. They learn about this subject using the language they are trying to learn, rather than their native language, as a tool for developing knowledge and so they develop their linguistic ability in the target language. This is thought to be a more natural way of developing language ability and one that corresponds more to the way we originally learn our first language.

b. Task-Based Language Learning

Task-based learning offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows certain stages.

1. Pre-task

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

2. Task

The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

3. Planning

Students prepare a short oral or written report to tell the class what happened during their task. They then practise what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.

4. Report

Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a

recording of others doing the same task for the students to compare.

5. Analysis

The teacher then highlights relevant parts from the text of the recording for the students to analyse. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase for analysis.

6. Practice

Finally, the teacher selects language areas to practise based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

c. Cooperative Learning: The Jigsaw

Cooperative learning gives students the opportunity to work with others and see different points of view. Research shows that students learn more effectively when working together rather than apart, and it is also known to improve self-confidence in students. The jigsaw technique is especially effective because each student is responsible for one another's learning, and students find out really quick that each group member has something equally important to contribute to the group in order to make the task a successful one. Students are exposed to and use many skills throughout this strategy: Communication, problem-solving skills, cognition, and critical thinking -- all of which are essential for a successful academic career.

d. Inquiry-Based Instruction

Inquiry-based learning implies involving students in the learning process so they will have a deeper understanding of what they are learning. We are born with the instinct to inquire -- as babies we use our senses to make connections to our surroundings. Inquiry-based learning strategies are used to engage students to learn by asking questions, investigating, exploring, and reporting what they see. This process leads students to a deeper understanding of the content that they are learning, which helps them be able to apply these concepts they are learning in new situations. In order for our students to be able to be successful in the 21st century, they need to be able to answer complex questions and develop solutions for these problems. The Inquiry-based learning strategy is a great tool to do just that.

e. Differentiated Instruction: Learning Stations

Differentiated instruction strategies allow teachers to engage each student by accommodating to their specific learning style. According to

Howard Gardner's Multiple Intelligence Theory, every person has a different mind, and therefore each person learns and understands information differently. Differentiating instruction offers a way to meet *all* students' needs. One helpful strategy to differentiate instruction is learning stations. Learning stations can easily be designed to enable students with diverse learning needs. Teachers can set up each station where students will be able to complete the same task, but at the level and style that is specifically designed for them.

f. Graphic Organizers

Graphic organizers are a simple and effective tool to help students brainstorm and organize their thoughts and ideas in a visual presentation. Simply put, they help students organize information so it is easier for them to comprehend. Graphic organizers can be used for any lesson; to structure writing, brainstorming, planning, problem solving, or decision-making. The most popular organizers are the Venn diagram, concept map, KWL chart, and T Chart.

g. Utilizing Technology in the Classroom

Integrating technology into the classroom is a great way to empower students to stay connected in this technological era. Technology-rich lessons have been found to keep students motivated and engaged longer. Some examples of utilizing *technology in the classroom* is to create web-based lessons or a Webquest, multimedia presentations such as a video, animation, or some type of graphic, utilizing a tablet or an iPad, taking your class on a virtual field trip, participating in an online research project, or even creating a class website. Any of these technology integration strategies will have a positive impact on student learning. An experienced teacher knows that not every teaching strategy that you use will be an effective one. There will be some hits and misses, and depending upon your teaching style, and the way your students learn, you will figure out which strategies work and which do not. It may take some trial and error, but it doesn't hurt to try them all.

h. Analysis of student work

Analysis of student work may be (1) a feature of a lesson conducted by a teacher or (2) individual feedback provided to students from a teacher; (3) a discussion among a small group of students who are providing feedback to one another; (4) a discussion among teachers of the aspects of student work; and/or (5) a mode of formally assessing a skill, such as writing. For any of the foregoing purposes, some protocol describing the attributes and levels of quality for the particular learning task is required as the basis of an analysis. When

used in formal assessment situations, anonymous student exemplars that illustrate various responses and levels of quality plus an analysis of inter-rater reliability promote consistency and validity.

i. Accountable talk

Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information. Accountable talk draws on evidence appropriate to the content area (e.g., a proof in math, data from investigations in science, textual details in literature, primary sources in social studies) and follows the rules of reasoning.

j. Modeling

Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

k. Mastery Learning

As developed by Benjamin Bloom, mastery learning applies the principles of individualized instruction and tutoring to whole class learning. In this model, rather than waiting to the end of a unit to check on progress, teachers design ongoing checks to use during the process to provide individual feedback, diagnose learning needs/difficulties, prescribe specific remediation or enrichment strategies, and reassess with a parallel assessment. Mastery learning is basic to many textbook programs and has engendered formative assessments as a routine of classrooms. Mastery learning honors the idea that students learn at different levels or paces. A significant body of research shows that compared to traditional classrooms, students in well implemented mastery classrooms reach higher levels of achievement.

l. Learning Centre

Learning centers are areas created within the classroom where students learn through a designated activity and/or play. Play is an

active form of learning that involves the whole child. Even cognitive development is also enhanced by child-initiated exploration and discovery. In learning centers, students learn to make decisions, cooperate and share with others, and problem-solve. The role of the teacher is to (1) observe, listen, and ask questions; demonstrate, participate, or help as needed; and (3) discuss and make connections.

In the other side, McCullough (2003:p.34) detailed about teaching strategies for English language as follow:

a. Peer teaching/Collaboration

Collaborative learning is based on the theory that knowledge is a social construct. Collaborative activities are most often based on four principles: (1) the learner or student is the primary focus of instruction; (2) interaction and "doing" are of primary importance; (3) working in groups is an important mode of learning; (4) structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative learning can occur peer-to-peer or in larger groups. Peer teaching/learning is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts, or find solutions to problems. It enables learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding additional meanings; and reformulating knowledge into new conceptual frameworks. Learning from peers increases learning both for the students being helped as well as for those giving the help.

b. Realia

Realia refers to real life objects used in classroom instruction in order to improve students' understanding of other cultures and real life situations. Teachers of English language learners and foreign languages employ realia to strengthen associations between words and the objects themselves. Realia are also used to connect learners with the point of a lesson by providing tactile and multidimensional connections between learned material and the object of the lesson. Primary objectives of this strategy include increasing comprehensible input, using language in context, and promoting verbal interaction and active involvement.

c. Reciprocal Teaching

This is an instructional strategy in which students become the teachers in small group reading (or other content) sessions. Teachers model, then help students learn to guide group discussions using strategies such as summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns

assuming the role of teacher in a dialogue about what has been read. In another version, students take the roles of predictor, summarizer, questioner, and clarifier.

d. Reinforcing effort and providing recognition

Students may attribute success at a task to ability, effort, other people, or luck, but three of these four attributions may be self-defeating. Teachers can influence student beliefs about the relationship between their efforts and accomplishment by helping them track and evaluate their efforts and accomplishments. Providing recognition in the form of praise and reward is fundamental to behavioral learning theory and may be undervalued in relation to intrinsic rewards, but research indicates praise is effective when it is expressly connected to a performance standard and that it is more motivating than tangible rewards.

e. Role Play

Research about the impact on learning provided by simulations and games is encouraging: (1) Games, simulations, and roleplaying help students invent, experiment, and practice interpersonal skills in a relatively low-risk environment. (2) The more students use different ways of representing knowledge, the better they think about and recall learning. (3) Simulations provide opportunities to visualize, model, and roleplay within a dynamic situation, thereby promoting curiosity, exploration, problem solving, and understanding. Simulations in science and math provide learners the opportunity to engage in experimental situations that would otherwise be too hazardous or cost prohibitive to conduct in the classroom (i.e., simulation of an atom smasher uses gum balls to help students envision what happens in a linear accelerator; a roller coaster design simulator allows students to experiment with slope, angle, and speed). Students already know that technology can help them conduct operations and manipulate variables to explore reactions. In the technology field, "serious games" is a term for games that are applied to the goals of education, bringing gaming technology to fields such as education, policy development, and leadership.

f. Socratic seminar

Based on Plato's Dialogues, the Socratic method challenges students to think analytically and critically with the questioning and careful guidance of a teacher. The Socratic seminar is fundamental to the Great Books and Paideia programs. Students sit in a circle to discuss ideas often moral dilemmas posed by a reading or work of art. Ideally, teacher questions are open-ended and students are encouraged to use the text as evidence in their responses. Students do not raise hands to

speak but signal through eye contact. A variation known as Socratic circles places one circle of discussants within another. The inner circle carries out a discussion while the outer circle listens in order to critique, then the circles shift roles.

g. Summarizing and note taking

Effective summarizing leads to an increase in student learning. Students who can effectively summarize learn to synthesize information, a higher order thinking skill, which includes analyzing information, identifying key concepts, and defining extraneous information. Helping students recognize how information is structured will help them summarize what they read or hear (e.g., summarizing a reading assignment is more effective when done within summary frames that include questions to direct student attention to specific content). Note taking is a related strategy that supports student learning. Without explicit instruction in note taking, students may write down words or phrases word for word, without analysis. Successful notetakers summarize to arrive at a nugget of meaning, which they are much more likely to retain and benefit from using notes as a document of their learning. Teachers can prompt students to review and refine their notes, particularly when it is time to prepare for an exam, write a research paper, or other summative assessment of learning. These are college-ready skills that increase opportunity for all students to succeed in higher education.

h. Targeted feedback

Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.

i. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes

as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

j. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

k. Word wall

A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story or unit related names. Due to the flexible nature of word walls and their potential to "grow" alongside the students, they are used in classrooms ranging from pre-school through high school. Word walls are considered to be interactive and collaborative tools, since they are student created and student centered artifacts. Many variations of the word wall are currently in use, including those featuring illustrations of the words and color coded lists. They teach children to recognize and spell high frequency words, see patterns and relationships, apply phonics rules, and provide reference support during reading and writing activities. Students gain independence by using a word wall in daily activities.

l. Debate

Debate is a structured form of argumentations that requires participants to engage in research, develop listening and oratory skills, and think critically. Debating can be employed as an instructional strategy wherever the learning material and circumstances are open to opposing points of view. Debates may be viewed or read to contribute additional perspectives on a classroom topic.

To support the explanation above, David Nunan (2014: p37-38) explains detail about teaching strategies in teaching English as follow:

a. Vocabulary building

This is an important component of any English class. This strategy focuses a portion of each classroom session on building a better vocabulary. Teachers can ask students to point out unfamiliar words and go over the meanings in class or use interactive vocabulary-building exercises that relate to the class's reading material.

b. Writer's workshop

Have students participate in a writer's workshop several times each year. The writing workshop model created by Lucy Calkins, founder of the Teachers College Reading and Writing Project, allows students to learn about and participate in all aspects of the writing process: drafting, revision, editing and publishing.

c. Peer response and editing

This can be a very valuable teaching strategy for both the teacher and the student, and there are many peer response strategies to try in class. Students get a chance to think critically about others' writing and see the results their classmates got from a writing assignment. In addition, teachers can observe how different students learn and what strategies might work better in the future.

d. Cooperative learning

This learning strategy is useful for English teachers who incorporate literature into their classroom. Cooperative learning requires students to discuss a piece of literature in small groups. By allowing the students to engage in meaningful discussion, they begin to learn to analyze literature and participate in an educational process that they will find more interesting than a general lecture on a chapter in a book.

e. Student-chosen texts.

Allowing students to choose their own reading materials is a strategy that literacy specialists recommend as a way to develop lifelong readers. Students are given a choice of literature from an age- and reading level-appropriate book collection. After a period of independent reading, students break into groups and discuss what they've read, book

club-style, followed by journaling. When this strategy is successful, students are able to delve deeply into the meaning of the literature, develop critiquing skills, and have a valuable discussion with their classmates about the book that they chose. Teachers who use this strategy finds that it can lead to a classroom that is engaged with literature.

Classroom Management

Classroom management is all the actions teachers take to create an environment that supports academic and social-emotional learning. It includes all of the teacher's practices related to establishing the physical and social environment of the classroom, regulating routines and daily activities, and preventing and correcting behavior. According to Wolfgang (2006:p.98) classroom management is a term used by teacher to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. He also states that there are some factors that effected classroom management such as maintaining discipline, giving feedback seating arrangement, and relation among teacher students (TS) and students-students (SS).That factors can be defined as follows:

a. Maintaining Discipline

In the book "A course in language teaching" Penny Ur (2007:p.47) discussed some important aspects of classroom management. She also focuses on dealing problem and keeping discipline in the class based on that he suggested some steps,¹ they are:

- 1) Careful planning: the teachers have to set the lesson carefully. They have to keep in mind and the lesson should fulfill the goal and it also sets with student level.
- 2) Clear instruction: the teachers have to give the clear instruction and allowed the students get the point based on the steps.
- 3) Keep in touch: the teacher need to monitor activity of the students each and every one. They need to be constantly aware what is going on and keeping eyes and ears open. So the students will be aware of the teacher monitoring them.

b. Giving feedback

The comments that the teachers make toward the students are known as feedback. The feedback has to contain as two distinguishable

components, one is assessment, and other is correction. By giving feedback teachers can help students understand where their mistake and give them ideas of how correct their mistakes. There are two kind of feedback, they are:

- 1) Written feedback: when the teachers give the students a written note on their performance and the note consist of comments and suggestion on how well and bad has done is known as written feedback. Written feedback use both the writing and speaking activities.
- 2) Oral feedback: when the teachers give the students feedback verbally point out the mistakes and also providing suggestions in words is known as oral feedback. Oral feedback is used basically in oral activities.

c. Seating arrangement

Seating arrangements are a main part in a teachers plan for classroom management. Not only do the teachers need to consider the physical arrangement of the room but also the nature of the students involved. The consideration in arranging the physical environment of the room is so that teaching and learning can occur as efficiently as possible. The teachers need to be able to walk around the room without the students having to move their desks. The teachers need to take into account that students seated in the center of front of classroom. There are many seating arrangement that the teachers can use, six common arrangements are cluster, rows, table rows, semi-circle, pairs and centers or activity zones. The best arrangement depends on the situation of the class and teacher.

d. Classroom interaction

The observed classroom interactions were divided into teacher's talk, which was all speech acts by the teacher that were addressed to students, and students' talk, which was all students utterances directed to the teacher. The initial categories developed for coding teacher data were: (1) academic instruction—the teacher's academic presentation, answering students' academic questions, and supportive and corrective feedback; (2) motivation—various illocutionary acts aimed at activating students; (3) evaluation—positive and negative feedback and (4) classroom management—discipline instruction and procedure marker. Students' talk was categorized according to source: (1) teacher-initiated-student utterances directly induced by, and addressed to, the teacher (including all kinds of students response" academic, procedural

and discipline); and (2) students-initiated—spontaneous student utterances addressed to the teacher (academic and procedural questions, initiative calls and mainly, calling out of run).

Pre-Service Teacher

PPL students or pre-service teacher training program is a term for university students who follow the teacher training *-Praktek Pengalaman Lapangan. or in English, field practice program (PPL)-*, as one of intra curriculum activities. This program includes orientation, observation, teaching practice based on the field and another non-teaching activities.

Pre service teacher is how teachers can be prepared to take up these new roles and perform teaching effectively to meet the challenges and expectations from education reform is crucial to the reform and practices of teacher education and professional development. Pre-service teacher is a call to the profession of the student in a collage when teaching practice. It task is to teach the students to perform the target task.

In other word, Preservice teaching is a period of guided, supervised teaching. The college student is gradually introduced into the teaching role for a particular class by a mentor or cooperating teacher. The cooperating teacher works with and encourages the preservice teacher to assume greater responsibility in classroom management and instruction as the experience progresses. The preservice teacher begins as an observer and finishes the preservice teaching experience as a competent professional.

In addition, according to Australian Institute for Teaching and School Leadership (AITSL), pre-service teachers are students of higher education institution and they are in primary teacher education programs. Then, Tarbiyah Department is the department which produces English educator candidates. The students learn courses related to education to prepare the teaching strategies and materials to be future educator in school. In conclusion, pre-service teachers are college students of education department who study about education and will be future educator. They study the subjects related to education as the requirement to be professional teachers, like teaching and learning, pedagogical, material training, professional and social training.

Pre service teacher perceptions of knowledge as a teacher quality and how this might change with educational course work and professional experience is important aspect of this research, because this research focus on how pre service teacher get a good experience in

teaching classroom and learn about how to get a good confidence before they graduate at university and will be a real teacher in the future. They must prepare before they like a real teacher and be a professional teacher.

Teacher is required to deliver content knowledge, develop skills and foster attitudes that will enable learners to reach their potential. Pre service teacher is the training that occurs before teachers enter the profession and or take up employment in a range of different education or institution. To being all the task of the teacher it is pre service teacher must have good ability firstly, one of the ability is a good confidence in teaching process, remember that teacher is a dominant element in the classroom activity.

According to Porter & Brophy (1988:p.75), Pre service teacher need a sound foundation in subject content knowledge and learning theory, while research also highlights the need for pre service teacher to be able to 'adapt their instruction to students' pre existing knowledge and beliefs about subject matter. To adapt their instruction to students is not easy task for pre service teacher, they must learn about theory in learning and teaching classroom to have a good preparation before they are teaching.

Previous Related Study

Previous related study is a review of the the Previous researchers that were currently available or suitable with this research. The Point of Previous related study is to elaborate a deep understanding of the theories previously. In this Part, the researchers use three Previous related studies which had been conducted by seven different researchers.

First, Kristina Monika Klopfer studied about "Pre-Service Teacher Education And ClassroomManagement: An Evaluation Of Edu 5572". The research aimed to broaden the literature on classroom management training in pre-service education by evaluating the effectiveness of a behavioural management course, EDU5572, taught to teaching students. It was of particular interest to evaluate teaching students' on several variables related to classroom mangement such as teaching style, teaching self-efficacy, teaching attitudes and behaviours, before and after the completion of the course. In addition, this research sought to determine whether teaching students who completed the

course were better prepared to handle child emotional and behavioural difficulties compared to students who did not take this course.

Second, Arif Rudiyanto studied about "Descriptive Analysis Of Classroom Management Strategies Of The Second Grade Students Of SMPN 03Tengaran". This research focused on the characteristic of classroom management strategy approach in second grade where competence standardize and competence based are being applied at SMPN 03 Tengaran in academic year of 2013/2014. The researcher investigated the teachers "preparation on their English teaching, especially strategy classroom management, their problem and ways to over come the problems.

Third, Sarif Ramadhoni studied about "The Effectiveness of The Application of the Brainstorming Method in the Improvement o the Economics Learning Interest and Achievement of Grade X Students of SMK YPKK Sleman used by Pre-service Teacher". That was a quasi experimental research employing the non equivalent control group design. The research subject were grade X students of SMK YPKK 3 Sleman. The data were collected through questionnaire, a test, and documentation. The result of the study were the brainstorming method was effective to improve the economics learning interest, and achievement.

Fourth, Nia Anggela studied about "The Implementation Of Brainstorming Activity Of Pre Service Teachers". This research purposed in investigating how is the implementation of brainstorming activity of pre service teachers and what are the pre service teacher's difficulties of brainstorming activity. This research only focuses on the implementation of brainstorming activity in teaching english lesson of pre service teacher at senior high school number 1 and number 2 at Rejang Lebong. The subject of the research involved student pre service teachers of English Study Program of STAIN Curup at eight semester who used brainstorming in their teaching english. There are two pre service teachers that used brainstorming technique when they teach. Furthermore, this research used descriptive qualitative with observations, interview and documentation as the data collecting technique. The finding showed that the pre service teachers that have done the teaching practice implemented brainstorming in teaching english. Their brainstorming activities generally were characterized by explaining the objective of brainstorming in the beginning of the brainstorming activity. Then the pre service teachers used various

activities to brainstorm students' idea in introducing new topic.. Commonly, the pre service teachers recorded student's ideas on white board' during the activity, the pre service teachers also did not judge student's ideas in order to gain as many as students's ideas. To do the activity, pre service teachers established a short time limit. At the end, the pre service teachers announce the topic of the lesson.

Fifth, Nawshin Shakila did her research entitled "Teaching Methods and Classroom Management" she did her research as qualitative research and the result explained teachers are using different methods and techniques in different classes. Using different methods and techniques breaks the monotonous tone of the class and gives the new look in the education. The classroom management will not be a challenging task for any teacher if they have proper knowledge of different theories of teaching methods and techniques. The teachers do concentrate on the proper implication of those techniques according to the classroom environment and situation. The students enjoy the class caused by the teacher can manages classroom properly and generate all methods and techniques.

Sixth, Fitriani conducted a research entitled "Students' Strategies in Answering Question in Reading Comprehension in Semester Examination (A Case Cstudy Third Level of SMU 3 Curup in academic year 2007-2008)." The result of the study shows that strategies dominantly used by the students of SMU 3 Curup are scanning the text for specific information, followingthe instruction. Then, the strategy undominat usedare: the strategy in graphemic rules and patterns to aid bottom-up decoding, semantic mapping or clustering. They have influence when the students answering question of reading comprehension in semester examination. That strategies can help themeasy in doing the reading examination.

The Last, Mohamad Aliakbari about "Assertive Classroom Management Strategies and Students' Performance" in 2004, based on the results of the study, the given sample of the Iranian high school teachers honored teachingand teacher-student relationship strategies more than organization and punishment-rewardstrategies. Therefore, it is concluded that there is a weak positive relationship between applying assertivemanagement strategies and the students' achievement at the level of 0.05 ($r = .185^*$, $p < 0.05$).While the results of the current study shed more light on the importance of teachers' managing skillsand the relationship between teachers' effectiveness and students' achievement,

findings call for teachers' stress and emphasis on other effective factors in classroom as well and develop creative approach to adjust such strategies with classroom conditions. The findings have implications for Iranian educational administrators, especially given the in-service training programs for EFL teachers to efficiently practice classroom management strategies. In spite of the attempts in conducting the current research, some limitations need to be acknowledged.

By looking into the previous studies as explained above, it can be seen that the related finding about teaching strategies and classroom management also. Beside of that, this research is different from the previous studies above. First, It can be seen from the aimed of research, in this study the researcher focused on the strategies and the classroom management. While another related finding above only focused on the classroom management for example the research which was conducted by Kristina Monika Klopfer, Nawshin Shakila, Mohamad Aliakbari and Arif Rudianto. Second, this research focus on pre-service teacher teaching strategies and classroom management by cooperating with teacher who as advisor of preservice english teacher while the previous research is focus on teacher teaching strategies or teacher classroom management.

Third, this research is conducted in Junior High School level while the previous research conducted their research on Senior High school like a research which was conducted by Fitriani. She conducted her study at Senior High School Number 3 Curup. The last is the area where the researcher conducted the research. In this present research, the researcher did her research on Rejang Lebong Regency while another previous studies did their research on another regency. For example a research conducted by Arif Rudianto, he conducted his study on Tenggara.

RESEARCH METHODOLOGY

Research Design

There are many types of research design which can be used appropriately. In this research, the researcher used mix method Explanatory. Mixed method focused on combining between quantitative method and qualitative method. It causes this study need two types of data to answer the research question these are quantitative data and qualitative data. According to Creswell (2008:552) stated that " A mixed

methods research design is a procedure for collecting, analyzing , and 'mixing' both quantitative and qualitative research and methods in a single study to understand research problem". The researcher describes the data in written from describes quantitative data are usually collected through a questionnaire, quantitative research is research oriented to the phenomenon or phenomena in nature. This research used mix method explanatory because the result of questionairre measured in form of percentage and the result of interview described in form of explanation.

Subject of The Research

The researcher used purposive sampling technique for choosing the subject of this research. The subject of the research was all the English Teacher as the advisor of Preservice English Teacher or cooperating teacher at Junior High School in Rejang Lebong Regency. The total English Teacher was 7 teachers. The English teacher came from SMPN 1 Rejang Lebong, SMPN 2 Rejang Lebong, SMPN 3 Rejang Lebong, SMPN 4 Rejang Lebong, SMPN 5 Rejang Lebong, SMPN 10 Rejang Lebong, dan SMPN 40 Rejang Lebong. There were 17 preservice english teacher in that school. The researcher gave them questionnaires and interviews.

Instruments of The Research

There are some instruments that researcher used for collecting the data, they were: Teaching Strategies and Classroom Management Questionnaire and Interview Guidelines. There were two questionnaires of this research: 1) Teaching Strategies Questionnaire and 2) Classroom Management Questionnaire. This questionnaire used to know Pre-service English Teacher Strategies in teaching and managing the classroom. There were 28 strategies and 4 aspect of classroom amnagement analyzed in this research. In this research, the researcher made a interview gudelines to make the interview be run well and focus to the point. The researcher gave some questions to all the participants to get the information about their activities in using the teaching strategies and in managing the classroom.

Techniques For Analyzing The Research

Sujana (2004: p.43) states that There are five processes to analyze the data from english teaching strategies and classroom

management questionnaire (Quantitative data) in this research. This process following:

1. Verification of data is to check of trust and complete the questionnaire that answered by respondent.
2. Classification and tabulation of data that had verification in a table.
3. Count the percentage with use formula:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage

F = Total frequency each item

N = Number of Preservice English Teachers

4. Analysis the data from the questionnaire and the data arranged based on research questions.
5. The arranged data described one by one.
6. Drawing general conclusions.

Whereas, according to Gay (2000:p.204), there are some steps to analyze the result of qualitative data. They were data managing, reading, describing, classifying, and interpreting. The researcher used this step to analyze the data from english teaching strategies and classroom management interview.

1. Data managing is in order to make sure that you have dated, organized and sequenced all field notes, transcript observer, comments, memos, and reflection. The researcher used this step to organize the data from english teaching strategies and classroom management interview.
2. Reading/memoing involves reading the field notes, transcript, emmos, and observer comment to get sense of the data. The researcher read all the data and get general description about english teaching strategies and classroom management.
3. Describing is based on the observation and field notes which to provide the true picture of the setting and events taht took place in it. The researcher describes all the data from english teaching strategies and classroom management interview. The result of

describing step used by the researcher to do the next step in analyzing the data.

4. Classifying is ordering field notes or transcription into categories that represent different aspect of the data. The researcher classifies each data about english teaching strategies and classroom management used by preservice english teacher. The result classifies into categories based on the research questions or indicator.
5. Interpreting is reflective, integrative, and explanatory is based heavily on the connections, common aspects, and linkages among the data especially the identified categories and pattern. The researcher explains and interprets the result of english teaching strategies and classroom management interview deeply.

FINDINGS AND DISCUSSIONS

Findings

There were four result findings of this research. First, the result from Teaching Strategy Questionnaire. Second, the result from Classroom Management Questionnaire. Third, the result of teaching strategy interview. And Fourth, the result of classroom management interview. The reseacher analyzed the result of questionnaires first, and then the researcher analyzed the result of interview.

English Teaching Strategies Questionnaire

The researcher distributed the English Teaching Strategies questionnaire to 7 English Teacher at Junior High School in Rejang Lebong Regency. The types of english teaching strategies used by preservice english teacher can be seen in the following table:

Table 3. The Result of English Teaching Strategies Questionnaire

School/ ET	Preservice English Teacher	English Teaching Strategies
SMPN 1 RL	3 students	1. Task-Based Learning 2. Cooperative Learning 3. Grapic Organizers 4. Technology

		5. Roleplay 6. Storytelling 7. Vocabulary Building	
SMPN 2 RL	2 students	1. Task-Based Learning 2. Cooperative Learning	Language
SMPN 3 RL	2 students	1. Task-Based Learning 2. Cooperative Learning 3. Grapic Organizers	Language
SMPN 4 RL	3 students	1. Task-Based Learning 2. Cooperative Learning 3. Analysis of Student Work	Language
SMPN 5 RL	2 students	1. Task-Based Learning 2. Cooperative Learning	Language
SMPN 10 RL	3 students	1. Task-Based Learning 2. Cooperative Language 3. Summarizing and Notetaking	Language
SMPN 40 RL	2 students	1. Task-Based Learning 2. Cooperative Learning 3. Storytelling 4. Vocabulary Building	Language
Total	17 students	9 types of teaching strategies	

Based on the table above, it can be seen that there were nine strategies was used by the preservice english teacher while they teach the students in that school. They were: (1) Task-Based Language Learning; (2) Cooperative Learning; (3) Grapic Organizers; (4) Technology; (5) Roleplay; (6) Storytelling; (7) Vocabulary Building; (8) Summarizing and Notetaking; and (9) Analysis of Student Work.

Table 4. The Percentage of English Teaching Strategies

No	Strategies	Preservice English Teacher	Percentage
1	Task-Based Language Learning	17 students	100%

2	Cooperative Learning	17 students	100%
3	Graptic Organizers	5 students	29%
4	Technology	1 students	5.8%
5	Roleplay	1 students	5.8%
6	Storytelling	2 students	11.7%
7	Vocabulary Building	2 students	11.7%
8	Summarizing and Notetaking	1 students	5.8%
9	Analysis of Student Work	1 students	5.8%

Based on the table above, it can be seen that the percentage of types of english teaching strategies was used by the preservice english teacher while they teach the students in that school. The strategies were: (1) Task-Based Language Learning (100%) and (2) Cooperative Learning (100%); (3) Graptic Organizers (29%); (4) Technology (5.8%); (5) Roleplay (5.8%); (6) Storytelling (11.7%); (7) Vocabulary Building (11.7%); (8) Summarizing and Notetaking (5.8%); and (9) Analysis of Student Work (5.8%). The most strategies used by preservice english teacher (>50%) were Task-Based Language Learning and Cooperative Learning.

Classroom Management Questionnaire

The researcher distributed the Classroom Management Questionnaire to 7 English Teacher at Junior High School in Rejang Lebong Regency. The types of classroom management used by preservice english teacher can be seen in the following table:

Table 5. The Result of English Teaching Strategies Questionnaire

School/ ET	Preservice English Teacher	English Teaching Strategies
SMPN 1 Rejang Lebong	3	1. Maintaining Discipline 2. Giving Feedback 3. Classroom Interaction
SMPN 2 Rejang Lebong	2	1. Giving Feedback
SMPN 3 Rejang Lebong	2	1. Maintaining Discipline 2. Giving Feedback
SMPN 4 Rejang Lebong	3	1. Giving Feedback
SMPN 5 Rejang	2	1. Giving Feedback

Lebong		
SMPN 10 RL	3	1. Maintaining Discipline 2. Giving Feedback
SMPN 40 RL	2	1. Maintaining Discipline 2. Giving Feedback
Total	17 students	3 aspects of classroom management

Based on the table above, it can be seen that there were three classroom management strategies used by the preservice English teacher while they teach the students in that school. They were: (1) Maintaining Discipline; (2) Giving Feedback; (3) Classroom Interaction. The preservice English teacher did not use setting arrangement in classroom management.

Table 6. The Percentage of Classroom Management

No	Strategies	Preservice English Teacher	Percentage
1	Maintaining Discipline	10 students	58.5%
2	Giving Feedback	17 students	100%
3	Classroom Interaction	3 students	17.6%

Based on the table above, it can be seen that the percentage of classroom management strategies used by the preservice English teacher while they teach the students in that school. The strategies were: (1) Maintaining Discipline (58.5%), (2) giving feedback (100%), and classroom interaction (17.6%). The most classroom management used by preservice English teacher (>50%) were giving feedback, maintaining discipline and getting feedback.

The Implementation of Teaching Strategies

The researcher gave English teacher some questions to know about the implementation of English teaching strategies used by preservice English teacher. The implementation of nine types of English teaching strategies can be seen in the following table:

Table 7. The Implementation of Task-Based Language Learning

Schools	The Implementation of TBLL
SMPN 1 RL	- PET applying this strategy by using another strategies first. After that, they used this strategies.

	- PET make their student did the exercise in the worksheet as the evaluation to know if the students understand the material or not.
SMPN 2 RL	<ul style="list-style-type: none"> - Pre-service English Teacher gave the explanation about the material first in the beginning of the class. - PET asked the students to do the exercise on their worksheet which is related to the material before. In the last they asked the students to submit their task and correcting it together.
SMPN 3 RL	- PET used this strategy by combining this strategy another strategies. For example: they make student in group first after that in the last time they asked students to do the worksheet
SMPN 4 RL	<ul style="list-style-type: none"> - Pre-service teacher gave the explanation in the beginning of the class - PET gave a questions for students to answer its. This activity is done until the time is up.
SMPN 5 RL	- PET applied this strategy by giving an instruction to the students to do the exercise on their homework. And then they only sit down in front of the class. So if the students have done the exercise the pre-service teacher asked the students to submit but if the task haven't done yet so they made it be a homework.
SMPN 10 RL	<ul style="list-style-type: none"> - Pre-service English Teacher used this strategy by giving task to student. - PET gave the questions to the students and after that they the explanation and the students did the task on their notebook.
SMPN 40 RL	<ul style="list-style-type: none"> - The teacher asked students to answer the task individually. - The teacher ask the students to discuss. - The teacher describe about the task.

Based on the result of the table, it can be seen that in implementing the Task-based language learning the Pre-service English teacher, applying this strategy by combining this strategy to another strategy. Beside of that in the beginning the class they explain the material after that they asked their students to do the task on the

students worksheet which is related to the material that they explained before. After that in the last using another strategies first. In addition they also give the questions to the students to answers and asked the students to have discussion about thet questions. And at the last , the teacher asked students to submit the taks if they have finished the task yet and if they haven't done yet they made it become homework.

Table 8. The Implementation of Cooperative Learning Strategy

Schools	The Implementation of teaching strategies
SMPN 1 RL	<ul style="list-style-type: none"> - The PET devided students in some groups. - Make student to discuss the topic. - The teacher asked students to present the topic. - The teacher asked students to taking a note of the discussion.
SMPN 2 RL	<ul style="list-style-type: none"> - The PET devided students into some groups. - The PET asked student to present the topic.
SMPN 3 RL	<ul style="list-style-type: none"> - PET Teacher devided students in some groups. - PET give one topic to students to discuss. - PEt asked student to summarize the material and present the material infront of class. -
SMPN 4 RL	<ul style="list-style-type: none"> - The PET made student worked in group - The students present the material infront of the class. - The teacher took the conclusion based on students explanation before.
SMPN 5 RL	<ul style="list-style-type: none"> - The PET devided students into some groups. - The PET asked students the material infront of the class.
SMPN 10 RL	<ul style="list-style-type: none"> - The PET asked student into some groups. - The PET gave 1 topic to the students - The students made students to present the material.
SMPN 40 RL	<ul style="list-style-type: none"> - The teacher asked the student to discuss the topic in group. - The teacher ask the student to answer the

- wuestion based on the topic in the group.
- The teacher asked students to collect or submit the result of their discussion in front of class.

According to the table above, it can be concluded that Pre-service English Teacher implemented this strategy by dividing the students into some groups and asked the students to discuss with their friend. But, before that they gave to their students 1 topic to discuss and take the summarize of that topic. And then, the students have to present their presentation while their classmates is asked to give the question to the presenter. And at the last of the class the Pre-service English Teacher took the conclusion based on students explanation before.

Table 9. The Implementation of Grapic Organizer Strategy

Schools	The Implementation of teaching strategies
SMPN 1 RL	<ul style="list-style-type: none"> - PET used this strategy in some materials to make students more understand about the material. - PET gave the explanation by using that grapic.
SMPN 2 RL	-
SMPN 3 RL	<ul style="list-style-type: none"> - PET used grapic to help them easy to teach and the students to comprehend the material. - PET gave the explanation first after that they gave time for students to understand the material.
SMPN 4 RL	-
SMPN 5 RL	-
SMPN 10 RL	-
SMPN 40 RL	-

Based on the table above, it can be seen that the Pre-service English Teacher applied this strategy in the classroom by using grapic to help them in explaining the material to their students. Beside of that using this startegy is helped the students to understanding the material.

Table 10. The Implementation of Technology Strategy

Schools	The Implementation of teaching strategies
SMPN 1 RL	- PET sometimes used technology tools such

	as infocus.
	- PET played the video or movei which is related to the material.
SMPN 2 RL	-
SMPN 3 RL	-
SMPN 4 RL	-
SMPN 5 RL	-
SMPN 10 RL	-
SMPN 40 RL	-

Based on the table above it can be seen that is the Pre-service English Teacher sometimes used infocus to help them teach the lesson to students. For example to play the movie or video which is related to the material.

Table 11. The Implementation of Roleplay Strategy

Schools	The Implementation of teaching strategies
SMPN 1 RL	- PET gave task to the students to make drama. The function of this strategy was to make the students more interesting to follow up the lesson.
SMPN 2 RL	-
SMPN 3 RL	-
SMPN 4 RL	-
SMPN 5 RL	-
SMPN 10 RL	-
SMPN 40 RL	-

Based on the table above, it can be seen that in applying this strategy PET gave task to the students to make drama. The function of this strategy was to make the students more interesting to follow up the lesson.

Table 12. The Implementation of Storytelling Strategy

Schools	The Implementation of teaching strategies
SMPN 1 RL	- PET gave some topics - PET asked students to do storytelling in front of the class based on that topic.
SMPN 2 RL	-

SMPN 3 RL	-
SMPN 4 RL	-
SMPN 5 RL	-
SMPN 10 RL	-
SMPN 40 RL	- PET gave the topic to the students. - PET ask students to do storytelling. - PET listen to the students storytelling.

Based on the finding above, it can be seen that the PET applied this strategy by give one topic to students and asked them to do storrytelling infront of the class or gave the audio to the students about stroytelling.

Table 13. The Implementation of Analysis of Student Work Strategy

Schools	The Implementation of teaching strategies
SMPN 1 RL	-
SMPN 2 RL	-
SMPN 3 RL	-
SMPN 4 RL	- The PET asked students to perform infront of the class. - The PET asked their classmates to give comment for their friend performance.
SMPN 5 RL	-
SMPN 10 RL	-
SMPN 40 RL	-

Based on the table above, it can be seen that The PET asked students to perform infront of the class and then asked their classmates to give comment for their friend performance.

Table 14. The Implementation of Sumarizing and Note Taking Strategy

Schools	The Implementation of teaching strategies
SMPN 1 RL	-
SMPN 2 RL	-
SMPN 3 RL	-
SMPN 4 RL	-
SMPN 5 RL	-
SMPN 10 RL	- The PET explained the material first.

- The PET asked students to take a note while they explain the material.
- The PET asked students to re-read the summarizing
- The PET gave the students questions based on the summarizing that they did before.

SMPN 40 RL -

Based on the finding above, it can be concluded that the PET in implementing this strategy they explained the material first. And then they asked their students to take a note while they explain the material. After that asked the students to re-read the summarizing. At the last the PET gave the students questions based on the summarizing that they did before.

Table 15. The Implementation of Vocabulary Building Strategy

Schools	The Implementation of teaching strategies
SMPN 1 RL	<ul style="list-style-type: none"> - The PET asked the students the write down the new vocabbulary that they get - The PET asked the students to memorize that vocabullary. - The PET asked the students about the vacabullary.
SMPN 2 RL	-
SMPN 3 RL	-
SMPN 4 RL	-
SMPN 5 RL	-
SMPN 10 RL	-
SMPN 40 RL	<ul style="list-style-type: none"> - The teacher ask students to write down the information about vocabullaty - The teacher ask student to find out the meaning of the vocabullary in the dictionary. - The teacher asked the students to write down the meaning.

Based on the table above, it can be concluded that in implementing the Vocabullary Building strategy the Pre-service English Teacher asked the students to write down and find out the meaning of vocabullaty that they get. After that the students is asked by the PET to

memorize that vocabulary. Furthermore, to make the students easy to memorize the vocabulary the PET asked students to find out the information which is related to that vocabulary

Classroom Management Interview

In the Classroom Management Interview, the researcher interviews english teacher about: (1) the implementation of Classroom Management, (2) The Reason of Preservice English Teacher used that Classroom Management, (3) Students' Responses toward Classroom Management, (4) The Reason of Pre-service English teacher did not use that Classroom Management; (5) English Teacher Responses about Classroom Management used by PET.

1. The Implementation of Classroom Management

The researcher gave english teacher questions to know about The Implementation of Classroom Management used by PET. The Implementation of Classroom Management can be seen in the following table:

Table 20. The Implementation of Maintaining Discipline

Schools	The Implementation of Maintaining Discipline
SMPN 1 RL	<ul style="list-style-type: none"> - PET did the activities in class based on some steps in lesson plan. So the goal of the material can convey well because all activities have done with exact time. - PET made the condition of the class being good, such as the students pay attention the materials well.
SMPN 2 RL	-
SMPN 3 RL	<ul style="list-style-type: none"> - PET used maintaining discipline in learning process, every activities accordance with lesson plan. From the pre activity, main activity and post activity. - PET did the warming up, brainstorming, after that discuss the material, give evaluation and for the post activity, they usually give homework. - PET did brainstorming or discuss materials, he gave the instruction clearly so the students do the activity easily. - PET always controled the students'

	activites, so there is no students who didn't pay attention.
SMPN 4 RL	-
SMPN 5 RL	-
SMPN 10 RL	- PET did the activities in classroom accrodance with lesson plan. - PET gave some instructions in learning process clearly, for instance the instructions arranged well, so the students easy to understand and also the condition of class will be running well.
SMPN 40 RL	- PET gave brief explanation about their classroom rules. What the students have to do and what the things that they don't have to do. - PET walked arround the class to see what the student do.

Based on the finding above, it can be conclude that Maintaining Discipline aspect is used by PET in managing the classroom. In learning process, every activities accordance with lesson plan. From the pre activity, main activity and post activity for instance do the warming up, brainstorming, after that discuss the material, give evaluation and for the post activity, they usually give homework. Pre-service english teacher do some activities in the class by giving the instruction clearly so the students do it easily. In learning procees, PET also keep in touch with students, to make sure that students be aware that their teacher monitored them. So, the aspect really help teacher in managing the classroom, but it can be better if PET use all aspects to make sure the learning process will be running well.

Table 21. The Implementation of Giving Feedback

Schools	The Implementation of Giving Feedback
SMPN 1 RL	- PET gave comment to the students about their mistake in doing performance.
SMPN 2 RL	- PET used this aspect, for example the always gave feedback of students' performance or task. They often give comment and suggestion to decrease the mistakes.
SMPN 3 RL	- PET used "Giving feedback" in manging the

	<p>classroom, for example PET usually gave note in students' writing and speaking activities.</p> <ul style="list-style-type: none"> - PET gave note "please learn more!", If the student did it well After the students did the performance. The teacher directly response by saying "good job!"
SMPN 4 RL	<ul style="list-style-type: none"> - Preservice English Teacher used "giving feedback" in learning process. They often give comment to the students' performance for example in speaking test "describe people" after students did it, the PET directly give comment and tell the mistake of that student such as grammar and pronunciation.
SMPN 5 RL	<ul style="list-style-type: none"> - PET gave feedback to students' result. For example if the teacher ask about some materials, and the students answer correctly. The teacher directly said "yeah, it's the correct answer, good job!".
SMPN 10 RL	<ul style="list-style-type: none"> - PET usually gave feedback to the students' performance, for instance give comment or suggestion by writtem and oral feedback. - PET directly gave comment the students' performance such as say "your performance is good, but you have to always practice, so your utterance will be more fluently".
SMPN 40 RL	<ul style="list-style-type: none"> - PET only give feedback when the students have a performance in front of classroom or the teacher only give oral feedback to students.

From the table above, it can be conclude that Preservice English Teacher manage the classroom by using "Giving Feedback" aspect. They often give comment to the students' performance by saying directly for instance "your performance is good, but you have to always practice, so your utterance will be more fluently" or by giving a note. PET also tell the mistake of the students' performance such as grammar and pronunciation. So, it can make the student realize that they have good ability and become more enthusiastic in improving their ability. And if they have mistake or error, they will effort to correct it and not to do the

same mistake. The aspect is appropriate in managing the classroom, but it will be better if PET also use all of aspects.

Table 22. The Implementation of Classroom Interaction

Schools	The Implementation of Classroom Interaction
SMPN 1 RL	- PET give good interaction and stimulation to the students, so they felt comfortable and active in learning process - PET always give question to make sure the students understand about the materials
SMPN 2 RL	-
SMPN 3 RL	-
SMPN 4 RL	-
SMPN 5 RL	-
SMPN 10 RL	-
SMPN 40 RL	-

Based on the table above, it can be conclude that Preservice English Teacher use Classroom Interaction to manage the classroom. In learning process PET do interaction to the students by giving stimulation, so it can make the students become active because they will be brave to ask teacher about the material directly and answer the teacher's question. By using "Classrrom Interaction students also feel comfortable in the class, so the aspect is suitable to used. But to make sure that the process of learning will be running well, PET should use all aspects in managing the classroom.

DISCUSSIONS

English Teaching Strategies

Based on the finding above, it can be seen that there were nine strategies was used by the preservice english teacher while they teach the students in that school. They were: (1) Task-Based Language Learning; (2) Cooperative Learning; (3) Grapic Organizers; (4) Technology; (5) Roleplay; (6) Storytelling; (7) Vocabulary Building; (8) Summarizing and Notetaking; and (9) Analysis of Student Work. The percentage of types of english teaching strategies was used by the preservice english teacher while they teach the students in that school. The strategies were: (1) Task-Based Language Learning (100%) and (2)

Cooperative Learning (100%); (3) Grapic Organizers (29%); (4) Technology (5.8%); (5) Roleplay (5.8%); (6) Storytelling (11.7%); (7) Vocabulary Building (11.7%); (8) Summarizing and Notetaking (5.8%); and (9) Analysis of Student Work (5.8%).

The most strategies used by preservice english teacher (>50%) were Task-Based Language Learning and Cooperative Learning (100%). This finding is similar with Richards Jack & Rodgers Theodore (2007) and Dadid Nunan (2003) opinion. They states that Task -based learning and cooperative learning offers an alternative for language teachers. These strategies can help the teacher in teaching and learning process. This strategies could helped the teacher to make the students more easily in comprehend the material.

Classroom Management

Based on the finding above, there were three classroom management was used by the preservice english teacher while they teach the students in that school. They were: (1) Maintaining Discipline; (2) Giving Feedback; (3) Classroom Interaction. The preservice english teacher did not used setting arrangement in classroom management. The percentage of cassroom management was used by the preservice english teacher while they teach the students in that school. The strategies were: (1) Maintaning Discipline (58.5%), (2) giving feedback (100%), and classroom interaction (17.6%).

The most classroom management used by preservice english teacher (>50%) were giving feedback and maintaning discipline. In the same opinion, Wolfgang (2006) states that there are four aspects to manage classroom. they were feedback and maintaning discipline. The teachers have to give the clear instruction and allowed the students get the point by giving feedback teachers can help students understand where their mistake and give them ideas of how correct their mistakes.

The Implementation of English Teaching Strategies

There were nine strategies used by the preservice English teacher in teaching and learning process. The implementation of these strategies can be seen in the following sentences.

First, the implementation of Task-Based Language Learning Strategy that applied by preservice english teacher were: 1) Pre-service English Teacher gave the explanation about the material first in the

beginning of the class; 2) PET asked the students to do the exercise on their worksheet which is related to the material before; 3) In the last they asked the students to submit their task and correcting it together.

Second, the implementation of Cooperative Learning Strategy that applied by preservice english teacher were: 1) the PET divided students in some groups; 2) make student to discuss the topic; 3) the teacher asked students to present the topic; 4) the teacher asked students to taking a note of the discussion; and 5) the teacher took the conclusion based on students explanation before.

Third, the implementation of Grapic Organizers Strategy that applied by preservice english teacher were: 1) PET used grapic to help them easy to teach and the students to comprehend the material; and 2) PET gave the explanation first after that they gave time for students to understand the material. **Fourth, the implementation of Technology Strategy** that applied by preservice English teacher were 1) PET sometimes used technology tools such as infocus; and 2) PET played the video or movei which is related to the material.

Fifth, the implementation of Roleplay Strategy that applied by preservice English teacher were PET gave task to the students to make drama. The function of this strategy was to make the students more interesting to follow up the lesson. **Sixth, the implementation of Storytelling Strategy** that applied by preservice English teacher were 1) PET gives the topic to the students; 2) PET asks students to do storytelling; and 3) PET listens to the students storytelling.

Seventh, the implementation of Analysis of Student Work Strategy that applied by preservice English teacher weren 1) The PET asked students to perform infront of the class; 2) The PET asked their classmates to give comment for their friend performance. **Eighth, the implementation of Summarizing and Notetaking strategy** that applied by preservice eEnglish teacher were: 1) The PET explained the material first; 2) The PET asked students to take a note while they explain the material; 3) The PET asked students to re-read the summarizing; and 4) The PET gave the students questions based on the summarizing that they did before.

Ninth, the Implementation of Vocabulary Building Strategy that applied by preservice English teacher were 1) The PET asked the students the write down the new vocabbulary that they get; 2) The PET asked the students about the vacabullary. The teacher ask students to write down the information about vocabulary; 3) The teacher ask student to find out the meaning of the vocabullary in the dictionary; 4)

The teacher asked the students to write down the meaning; 5) The PET asked the students to memorize that vocabulary.

The implementation of nine English teaching strategies above was similar to the David Nunan (2003) and Jack Richard (2007) opinion. They said that there are many strategies that can be used in teaching and learning process. Some of them were (1) Task-Based Language Learning; (2) Cooperative Learning; (3) Graphic Organizers; (4) Technology; (5) Roleplay; (6) Storytelling; (7) Vocabulary Building; (8) Summarizing and Notetaking; and (9) Analysis of Student Work.

The Implementation of Classroom Management

There were three classroom management used by the preservice English teacher. **First**, The implementation of Maintaining Discipline applied by preservice English teacher were: 1) PET made the condition of the class being good, such as the students pay attention to the materials well; 2) PET did the warming up, brainstorming, after that discuss the material, give evaluation and for the post activity, they usually give homework; 3) PET gave some instructions in learning process clearly, for instance the instructions arranged well, so the students easy to understand and also the condition of class will be running well; and 4) PET always controlled the students' activities, so there is no students who didn't pay attention.

The teacher use that aspect because it will make the process running well. From the pre, main and post activities arrange well. And also for giving the instruction well, the student will follow the process easily. The teacher control the class such as keep in touch with students in order to students always pay attention what the teacher said. The PET use that aspect because by giving the feedback. It can make the student feel that the teacher care about them. And also from the feedback such as written and oral feedback. The students will correct the mistake and will not the mistake anymore.

Second, The implementation of Getting feedback applied by preservice English teacher were (1) PET used this aspect, for example the always gave feedback of students' performance or task. They often give comment and suggestion to decrease the mistakes; (2) PET gave comment to the students about their mistake in doing performance; (3) PET gave feedback to students' result. For example if the teacher ask about some materials, and the students answer correctly.

Giving feedback is used because students need something that they remind to be guide wish as which is the correct one. So the students will not do the same mistake. PET use "giving feedback" because from

that students be aware of their mistake and correct it, so they don't do the same mistake. The teacher use that aspect because it will make the process running well. From the pre, main and post activities arrange well. And also for giving the instruction well, the student will follow the process easily. The teacher control the class such as keep in touch with students in order to students always pay attention what the teacher said. The PET use that aspect because by giving the feedback. It can make the student feel that the teacher care about them. And also from the feedback such as written and oral feedback. The students will correct the mistake and will not the mistake anymore.

Third, The implementation of Classroom interaction applied by preservice english teacher were (1) PET give good interaction and stimulation to the students, so they felt comfortable and active in learning process; (2) PET always give question to make sure the students understand about the materials.

PET use this aspect because by making or following the lesson plan, the activities will be done with exact time. And also giving the instruction, we have to convey it clearly because is related to students' result . and keep in touch is really needed. so students will be aware that the teacher control them. It make the student pay attention the material well. PET use this aspect because it can help the students to correct the mistake from note that teacher gave to them. And also from giving feedback, the students motivate to be better.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the findings above, the conclusion of the research can be seen in the following sentences:

1. The types of english teaching strategies used by preservice English teacher were: (1) Task-Based Language Learning (100%) and (2) Cooperative Learning (100%); (3) Grapic Organizers (29%); (4) Technology (5.8%); (5) Roleplay (5.8%); (6) Storytelling (11.7%); (7) Vocabulary Building (11.7%); (8) Summarizing and Notetaking (5.8%); and (9) Analysis of Student Work (5.8%). The most strategies used by preservice english teacher (>50%) were Task-Based Language Learning and Cooperative Learning (100%).

2. The types of classroom management used by preservice English teacher were: (1) Maintaining Discipline (58.5%), (2) giving feedback (100%), and classroom interaction (17.6%). The most classroom management used by preservice english teacher (>50%) were giving feedback and maintaining discipline.
3. The implementation of nine english teaching strategies used by preservice english teacher was similiary with the English Teaching Strategies theory by David Nunan (2003) and Jack Richard (2007) opinion.
4. The implementation of three classroom management (Maintaining Dsicipline, getting feedback, and classroom interaction) was appropriate with the theory by Wolfgang (2006), Marzano et al (2003), adn Brophy (2006).

Suggestions

Based on the result of this research, some suggestions can be presented for the English teacher, for students, for other researcher, and for STAIN Curup.

1. For the English Teacher

The English teacher can teach using various strategies to make the students more interest and motivate in teaching and learning process. There are many kinds of english teaching strategies. The english teacher should use various strategy to make the student more enjoy and active in the classroom.

2. For Students

This research can be used by the student to improve their ability about English teaching strategies. They can request that various strategies to their teacher to apply in teaching and learning process.

3. For the Other Researcher

For other researcher, they can do the research about other aspect which influenced the success of teaching and learning process, such as motivation, style, anxiety, awareness, and etc.

4. For STAIN Curup

The result of this research give the information about the quality of preservice english teacher of STAIN Curup at junior high school. The result of this research can be used as the references to make our preservice quility better. The preservice english teacher should be learn more about english teaching strategies in microteaching subject.

SHORT BIOGRAPHY

The writer is an English Lecturer in STAIN Curup, graduated her S1 from Bengkulu University in 2011 and her Master Degree of English Language Education from Sriwijaya University in 2013.

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